

# Reading in the Great Outdoors

**Goal:** Children will listen attentively to a read aloud story and learn new vocabulary related to camping outdoors. Children will learn the basic tools for outdoor camping

## BookSpring will provide:

Read aloud selections  
Sleeping bag  
Artificial fire and lantern

Picnic blanket  
Flashlights and binoculars  
Forest animal puppets

## What to do BEFORE reading the story

- Seat the children near you on the carpet on or around the sleeping bag and fake fire. Sit on a low chair or the floor so all children may hear the story and see the illustrations.
- For toddlers: Introduce yourself and at least two of the animal puppets. Explain that today you are all going camping and are going to pretend that you are reading outside by the campfire.
- For pre-schoolers: Talk about the items in the kit and explain that today you will be pretending to go camping outside. Introduce the “forest friends” puppets. Have the children name the animals and make the sounds the animals make.
- After the children have been introduced to camping, introduce the story by reading the title of the book,

## What to do DURING the story

- Please familiarize yourself with the story so you can use your voice to accentuate the built-in rhyme.
- For infants: If allowable, turn the lights off and use the flashlight to show the infants the photos in the book, creating the atmosphere of reading outdoors or in a tent.
- While reading, encourage the children to participate in the story with you. Example: Have the children chime in on a refrain in the book.
- Occasionally pause to ask the children what they predict will happen next.
- Ensure that every child has the opportunity to look at the details in the pictures.

## What to do AFTER reading the story

- Take this time before the distribution to sing A Camping We Will Go or Twinkle Twinkle Little Star.
- Talk to the children about BookSpring and that they are getting a free book to take home and keep.
- For infants: Show each infant 2 or 3 books and allow them to choose.
- For toddlers and preschoolers: Explain the book selection process. Tell the children they will walk to the tables and each child will choose one book he/she would like to take home. The children will take their books to their teacher, who will write their names in their books. Send the children one at a time to choose a book.
- After the children have selected their books, volunteers and center teachers should sit down with the children to begin reading the books the children selected for a short period of time.

# Suggested Read-Aloud Books

We will try to include multiple copies of the suggested read-alouds in your book collection.

***For Infants or Toddlers : Touch and Feel Animals of Texas by Bernd and Susan Richter (bilingual) or One Tree***

## Discussion Points:

- **For infants:** Make a special point to talk about the animals highlighted in the book.
- If the infant is old enough, let them touch the pictures in the book.
- **For Toddlers:** While reading, note the animals that you have seen in Texas. Talk about items with similar textures.
- After the story, look out the windows for a tree (One Tree) and talk about the parts of the tree—or go outside to see in real life!

## *For Toddlers or Preschoolers*

***We're Going on a Bear Hunt by Michael Rosen (English)***

***Cazaremos un Leon by David Axtel (Spanish)***

***Optional Read: Gus Gets Scared by Frank Remkiewicz***

## Discussion Points:

- Use this book experience as a chance to really get the children involved in using their imagination and their five senses. As you read each new “verse” act it out with the children, showing them how your feet would move through the long grass or the squishy mud. (Preview an active telling of this story by the author on youtube.) [www.youtube.com](http://www.youtube.com)
- Use your voice and facial expressions to show bravado while saying “I’m not scared!”
- You can also make a point to talk about the concepts of over, under, around and through.



## For younger children...

It is necessary to be more interactive with your words. Using a “motherese” voice, talk about the children and how they are feeling/doing. Motherese is adult-to-child talk that helps babies learn language and includes the use of short, simple phrases and changes in the pitch of your voice. Other important visual changes are your facial expressions and your body language.

**Community Connection:** Special thanks go out to Eunice Tanco’s Fall 2011 Emergent Literacy class at ACC for helping with the development of this activity. [Maigret Resendez](#) worked specifically on Reading in the Great Outdoors.

**Tech Connection:** Would you like to develop a “camping” unit for your classroom? Here is a great place to start! <http://www.kinderkorn.com/camping.html>

## Developmental Standards for Reading, Writing, Speaking, and Listening:

Students demonstrate knowledge of print and its uses; shows interest in books.

Students demonstrate phonological awareness; join in rhyming songs and games.

# A-CAMPING WE WILL GO

Tune: "The Farmer in the Dell"



A-camping we will go, a-camping we will go,  
Heigh ho, we love it so, a-camping we will go.

First we'll pitch our tent, first we'll pitch our tent.  
Heigh ho, we love it so, first we'll pitch our tent.



Next we'll take a hike, next we'll take a hike,  
Heigh ho, we love it so, next we'll take a hike.

Then we'll take a swim, then we'll take a swim.  
Heigh ho, we love it so, then we'll take a swim.



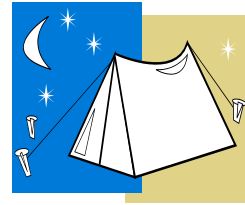
At last we'll build a fire, at last we'll build a fire.  
Heigh ho, we love it so, at last we'll build a fire.



A-camping we will go, a-camping we will go.  
Heigh ho, we love it so, a-camping we will go.

Jean Warren  
© Warren Publishing

## El Coquí: The Little Frog



El coquí, el coquí me encanta,  
es tan lindo el cantar del coquí.  
Por las noches al ir a costarme  
Me adormece cantando a sí  
Coquí, coquí, coquí qué qué qué.



El coquí, el coquí me encanta,  
es tan lindo el cantar del coquí.  
Por las noches al ir a costarme  
Me adormece cantando a sí  
Coquí, coquí, coquí qué qué qué.



# We're Going on a Bear Hunt

by: Michael Rosen

We're going on a bear hunt  
We're going to catch a big one  
I'm not scared  
What a beautiful day!  
Oh grass  
Tall wavy grass  
We can't get over  
We can't get under it  
We can't get around it  
We'll have to go through it!  
Swish, swish, swish, swish, swish



**Grass, tall wavy grass (swish)**  
**Mud, icky sticky mud (squish, squash)**  
**A river, a very cold river (splash)**  
**A forest, a deep, dark forest (stumble-trip)**  
**A cave, a very dark cave (tippy-toe)**

ROAR!  
Oh no! A bear! A very big bear!  
Through the cave, tippy toe, tippy toe  
Through the forest, stumble-trip, stumble-trip  
Through the river splash, splash, splash, splash  
Through the mud squish, squash, squish, squash  
Through the grass swish, swish, swish, swish



In the house,  
Up the stairs.  
Forgot the door!  
Oh-no!  
Down the stairs,  
Close the door,  
Up the stairs  
Jump on the bed,  
Pull the covers over your head...  
I'm never going on a bear hunt again!



## Cazaremos un Oso

¡Cazaremos un Oso  
Cuanto más grande, mejor.  
No tendremos miedo,  
Aunque sea muy fiero. (x2)



¡Oh, no!

¡Paso alto!

No podemos ir *por encima*.  
No podemos ir *por debajo*.  
No podemos *rodearlo*.  
Tendremos que *atravesarlo*.  
**Chis, chas, chis, chas.**

....¡Oh, no!

¡Un Lago! - Plaf, plaf, plof, plof.

¡Un pantano! - Chap, chap, chop, chop.

¡Una cueva grande y oscura!



Entramos despacito.

Pasito a pasito...

¿Que es eso?

¡Es un Oso! ¡Raar!

Atravesamos de vuelta la cueva. Salimos despacito. Pasito y pasito.

Atravesamos de vuelta el pantano. Chap, chap, chop, chop.

Atravesamos de vuelta el lago. Plaf, plaf, plof, plof.

Atravesamos de vuelta el pasto a lot. Chis, chas, chis, chas.

Por fin llegamos a casa.

De un golpe cerramos la puerta.

¡PRAN!

Estamos muy cansadas y con ganas de dormir.

Mejor cazamos un oso mañana.

